

Emergency Planning for People with Special Needs

Building a Program /
“Borrowing” a Program!

For January 10, 2006

Stasha Wyskiel, Emergency
Planning, San Francisco Unified

Where we were...

- Site Emergency Operations Plan contained a Special Needs form BUT
 - Not centralized
 - Not (necessarily) shared w/parents and guardians
 - Not (necessarily) accessible to First Responders
 - No Special Needs Safety Coordinator for each site
 - No link to Disaster Registry
 - No other written policy or guidance

Where we were...

SFUSD (Site) Emergency Operation Plan

September 1995 Rev. 1

INDIVIDUALS WITH SPECIAL NEEDS (SITE NAME)

Please provide a list of students/employees with physical impairments or any special needs for equipment (e.g., wheelchairs) or assistance in an emergency.

NAME _____

USUAL LOCATION (give complete information) _____

IMPAIRMENT _____

EQUIPMENT NEEDS _____

SPECIAL INSTRUCTIONS _____

Date _____ Name _____

(Person Completing Form)

Where we are...

- Policy Binder is under review
 - Includes sections on Administration, Emergency Response, and Training
 - Includes Fire Safety Fact Sheets and Emergency Planning Tips for people with special needs
 - Includes an Informed Consent form for parents/guardians
 - Includes explanation of new Visitor Policy
 - Includes information on the CCSF Disaster Registry

Visitor Sign-In Sheet

[illegible]

Where we are...

- Individual Evacuation Plans for each student with special needs written to include:
 - Student Name
 - Two Staff members responsible for assisting that Student during emergency events
 - Identification and location of evacuation equipment
 - Assembly areas and primary/secondary evacuation routes – with visual aids (when possible)
 - Location of the Student by time
- Plan template “borrowed” from Minn.???

INDIVIDUAL STUDENT EVACUATION PROCEDURE

The following evacuation plan is designed specifically for _____. In the event of an emergency that triggers an evacuation of the facility, _____ will be assisted by either the primary person identified below or, in that person's absence or inability to assist, the back-up person.

_____ will be assisted to _____ area if safe to do so, or _____ if the first area is unsafe. There _____ will either be evacuated through use of _____ or will wait for First Responders to arrive. The person assisting will stay with the student until that student has exited the building safely or they are requested to return to their normal activities.

This plan will be adjusted as necessary throughout the year.

Name of Student:		School:	
Date Procedure Completed:		Procedure Revision Dates:	
Site Special Needs Safety Coordinator		Site Principal	
Type of Evacuation Equipment:		Location of Evacuation Equipment:	

TIME	ROOM	PRIMARY PERSON	BACKUP PERSON
Start Time to End Time			
Primary Evacuation Route:			
Secondary Evacuation Route:			
Start Time to End Time			
Primary Evacuation Route:			
Secondary Evacuation Route:			

The Parents/Guardians have received a copy of this plan.

LOWELL HIGH SCHOOL, SITE #697
1101 EUCALYPTUS DRIVE
FIRST FLOOR

KEY



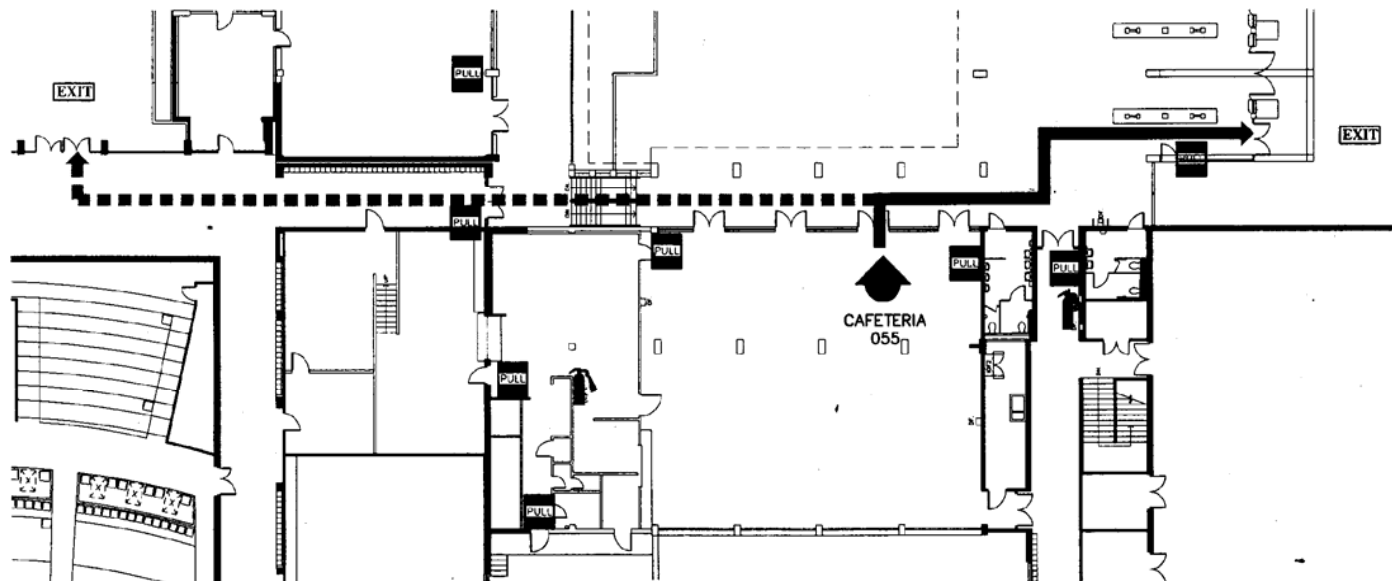
YOU ARE HERE



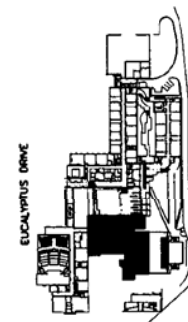
PRIMARY ROUTE



SECONDARY ROUTE



CAFETERIA
055



1
2
3
4
5
6
7



port

1. SUPERVISE STUDENTS AT ALL TIMES, LEAD THEM OUT OF THE ROOM
2. BRING YOUR ROLL-BOOK
3. TURN OFF APPLIANCES
4. CLOSE WINDOWS
5. LAST ONE OUT CLOSES DOOR
6. PERFORM CLASS ROLL CALL AFTER EVACUATION
7. SEND MONITOR TO EVALUATION DIRECTOR WITH ROLL CALL RESULTS
8. ADA PLACEMENT CARD TO GO IN WINDOW. THE ADA CARD MUST BE SEEN FROM THE STREET.

1. FOLLOW TEACHER'S DIRECTIONS
2. LINE-UP IN TWO'S
3. LEAVE THE BUILDING QUIETLY
4. STAY TOGETHER

MP

**MASTER FIRE ALARM
PULL STATION**

LOCAL PULL STATION

EXIT **EXIT**

FIRE EXTINGUISHER

**MAIN FIRE ALARM
CONTROL PANEL**

1000

**UPON FIRE ALARM ACTIVATION
INTERMITTENT HORNS
SOUND AND LIGHTS FLASH.
NOTIFY THE OFFICE TO
CALL 9-911**

EVACUATION AREA LOCATION (REFUGE AREA)

PRIMARY EXITING:

SECONDARY EXITING:

SFUSD

EVACUATION PLAN SUMMARY – SPECIAL NEEDS STUDENTS
GLEN PARK ELEMENTARY SCHOOL
2004-2005

Student Name	1: Start time – End time	2: Start time – End time	3: Start time – End time	4: Start time – End time	Lunch: Start time – End time	5: Start time – End time	6: Start time – End time	Advisory: Start time – End time
	Room # STAFF #1 _____ #2 _____	Room # STAFF #1 _____ #2 _____	Room # STAFF #1 _____ #2 _____	Room # STAFF #1 _____ #2 _____	Room # STAFF #1 _____ #2 _____	Room # STAFF #1 _____ #2 _____	Room # STAFF #1 _____ #2 _____	Room # STAFF #1 _____ #2 _____
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- Note: In the event that a special needs student or students cannot be safely evacuated by staff assigned, for any reason, it will then be necessary for the staff member assigned to that student to try to get to a safe area of rescue. This area is usually the nearest staircase with fire doors that one can safely get to with the student(s). These are the safest areas during an emergency evacuation. Rescue personnel are instructed to check all exit corridors and stairwells first for any stranded persons. Take student(s) inside the fire door and wait for First Responders to arrive.

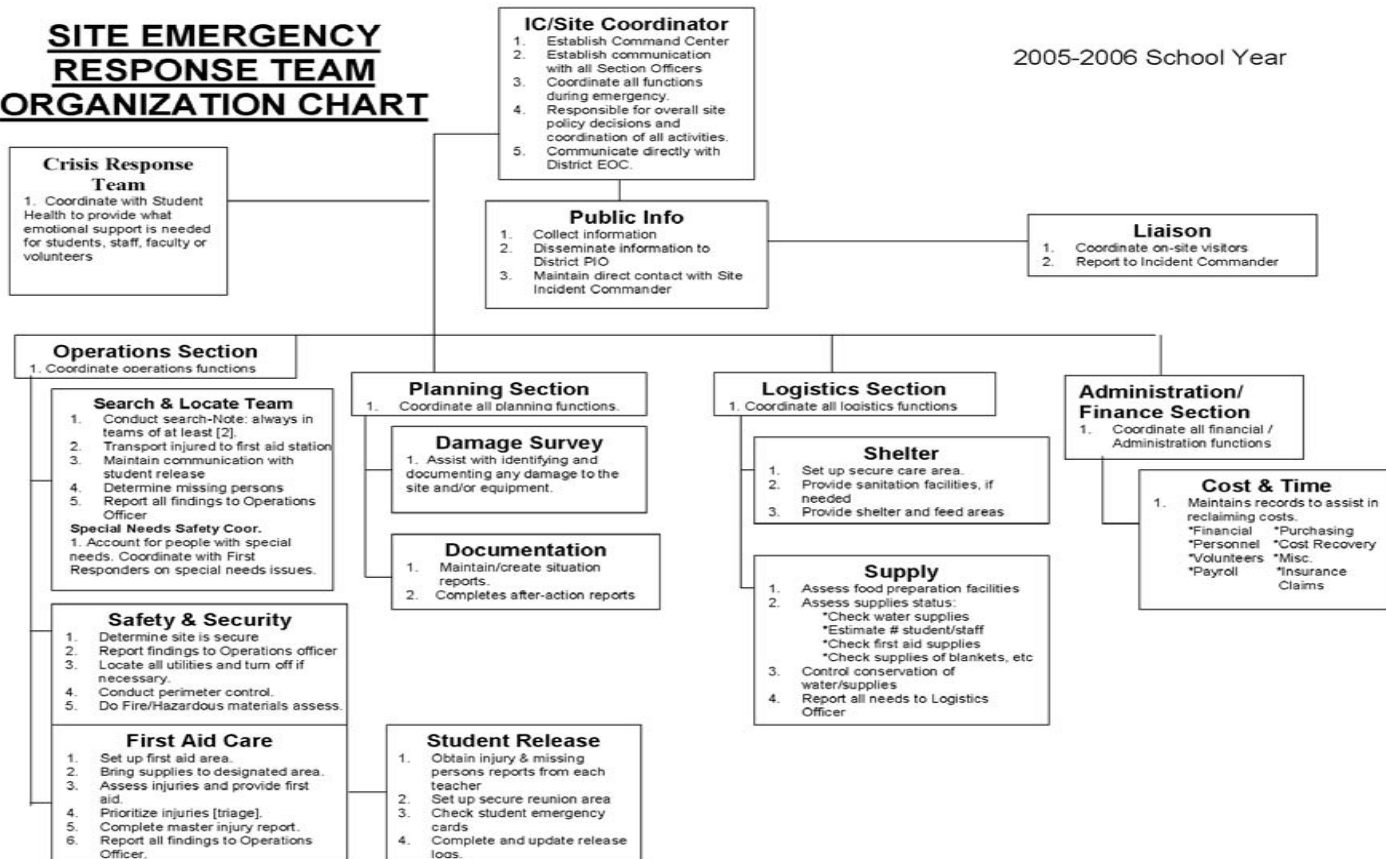
Where we are...

- Plans are centralized
- Plans are shared w/parents and guardians
- Plans are accessible to First Responders
- Sites have a Special Needs Safety Coordinator
- Link to Disaster Registry (getting stronger)
- Written policy and additional guidance (under review)

Incident Command and the Special Needs Coordinator

SITE EMERGENCY RESPONSE TEAM ORGANIZATION CHART

2005-2006 School Year



Emergency Evacuation Equipment

- NOT AN ENDORSEMENT!
- No National Standard (when making decision)
- Spoke to the Access Board and N.O.D
- Looked for ease of use, training, and safety (THEIR safety...)



Training



- Hands On
- Online
- Group

Where we're going...(we hope!)

- Electronic Form and information database
 - Centralized
 - Accessible by SFUSD and First Responders – password protected
 - Searchable – by site/time
 - Cannot forward an incomplete plan

Where we're going...(we hope)

- Identification Badges that include critical information on a student's special needs (Russ Tedesco)
- Better Visual Aids / Mapping
- Program and Training sustainability

Questions? Comments? Suggestions?

- ALWAYS looking to improve! Contact me at:
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Checklist (from Minn.??)

The following outline serves as a step-by-step guide to assist in developing an evacuation plan for students with special needs. Students in need of such a plan should be identified by staff at the beginning of the year, upon placement mid-year, or as a result of an injury (i.e. broken leg).

- ☐ A Student is identified as needing an evacuation plan tailored to his/her specific needs. The Principal or Site Coordinator is informed there is a need for an individual evacuation plan.
- ☐ Principal designates a Special Needs Safety Coordinator to assume responsibility for constructing each plan. Assistance could come from Parents/Guardians, para-professionals, as well as the student him or her self.
- ☐ The Special Needs Safety Coordinator will obtain a blueprint of the building that shows each floor, room numbers and exits. If these plans are not available at the building, contact the Emergency Planning Department at 355-6927 to obtain them.

Checklist (from Minn.??)

- ☐ The Special Needs Safety Coordinator will also need a schedule of the student's daily activities and classes that identifies when and where a student may be located each period of the day.
- ☐ A primary evacuation route is to be planned from each location the student is in during the course of the day. This route should start at the learning site (i.e. classroom, gym, etc.) with an X in a circle designating where the student is and end outside of the building. The route should be marked in a solid line. Provisions should be made to protect the student from bad weather, if necessary. Blankets and rain gear may be required, or arrangements made for out of building shelter.

Checklist (from Minn.??)

- ☐ A secondary evacuation route is to be planned from each location as the primary route may be blocked by fire or other obstacle. This route will be drawn as a dotted line from the circled X. Both routes should be described on the written plan as well.
- ☐ A primary and secondary staff person are identified to assume responsibility for the evacuation process of each student that has an individual evacuation plan. These people will attend training on various techniques to safely evacuate people with special needs. If equipment is required to evacuate the student (i.e. evacuation chair, stair chair, or sling, etc.) submit a request for a chair through the Emergency Planning Department at 355-6927.

Checklist (from Minn.??)

- ☐ Primary and secondary staff and student walk through the evacuation plan to familiarize themselves with the process and identify any problems. The plan is revised and walked through again, if necessary.
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Checklist (from Minn.??)

- ☐ The written plan, including names of primary and secondary staff responsible for the evacuation of those students with individual evacuation plans, student's name and floor plan of building, should be completed and submitted to the following:
 - ☐ Copy sent to primary/secondary staff responsible for evacuation.
 - ☐ Copy given to all teachers who serve the student on a daily basis.
 - ☐ Copy to the Emergency Planning Department.
 - ☐ Copy to the student for the parents and guardians to review.
- ☐ Revise plan as necessary to address schedule changes due to new semester class schedule, etc.